The Contributions of Follower Styles and Emotional Intelligence to Performance of Teachers Elementary School at Kabupaten Kerinci

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Abstract—**This research was based on a case where the result of observation by researcher in Elementary School at Kecamatan Danau Kerinci Kabupaten Kerinci that showed the low level of teacher performance. The method of this study is quantitative research with sample are 73 teachers at Elementary School Kecamatan Danau Kerinci. Sample in this research has taken by stratified proporsional random sampling method. Instrumen in this research using questionnare. The results of the analysis data show that (1) follower styles contributes significantly to teachers of 6.3%, (2) emotional intelligence contributes significantly to teachers of 8.6%, and (3) follower styles and emotional intelligence make a significant contribution to teachers performance of 13.9%, so the conclusions of this research are that hypothesis acceptable empirically and follower styles and emotional intelligence variable are two factors that contribute to the teacher performance and 86,1% of the remaining influence by another factors.**

Keywords—follower styles; emotional intelligence; performance of teachers

I. Introduction

Education represent very important matter for progress a state, though progress cannot be felt directly, but its change can be felt gradually. Education along the life is true precisely to be pinned to to human being, because human being always learn to comprehend something new. If education in Indonesia have been managed better and can to identify requirement of human resource, where requirement of human resource fulfilled to pass education to router generation, so that in the end human resource which utilizing the as according to goals which have been planned, hence viva this country. Execution of education that goes in school, is not quit of role of teacher as tip of lance. Learn as executor of education which sharing many in school. Role of teacher to make-up of the quality of expected educative to be participant to give contribution to make-up of development of human resource which with

quality. To be able to play a part in execution of duty to teacher in have interaction with student, needed and seriousness of commitment high to give optimal service and tuition to educative participant.

Teacher represent one of its very important education component in school, because teacher represent educator energy which managing study to assist educative participant master a set expected interest. Its meaning teacher is a factor determining in reaching the target of education. A good teacher which looking into education as a means of to increase prosperity of mankind and serve enthusiasticly and full of responsibility to its work. Feel the the responsibility showed to pass performance learn in school. Wibowo (2009:79) expressing that" performance represent a process about how work take place to reach result of a job". Hereinafter according to Jiffy (2008:121) " performance activity of group or someone becoming authority and responsibility in a organization influenced by various factor to reach the target of organization in period of certain time". Later; Then instructor performance according to Martinis (2010:87) " or behavior of response which giving result of which relate to what them do when him face a duty". Become teacher performance represent process execution of teacher duties which given to it based of ability, experience, and seriousness and also usage of time to reach result of job. There is many factor influencing teacher performance, two among others discussed in this research, that is intellegence of style and emosinal follower of teacher.. Become someone owning good ability in selfcontrol and management of emotion can improve performance effectively. Performance learn is also influenced by style factor follower of research   by Wira (2017) contribution leadership of follower style and study to performance learn SD Country District Of Batahan Sub-Province of Mandailing Christmas Festival. Thesis of PPS UNP, please prove that style follower of have contribution to performance learn equal to 12,1%. Budiarto in journal (2005) with title (other Side Followershif)

of leadership which fall into oblivion. At the research obtained by conclusion that follower style and leadership to individual owning role of subordinate and leader at the same time, please find that leadership style (Transformasional) and positive adressingof correlation Transaksional) to quality of effective individual follower style (followership exemplary).

In line with research by Oyetunji in journal (2013) indicating that Private University of Botswana: (a) follower style include;cover passive follower style, detached, pragmatic, and byword. Devotion style which most commonly among lecturer is style of pragmatic, (b) don't proper devotion style in example of, detached and pragmatic, and work performance, this means lowering of lecturer performance showing its follower style, (c) there is high passive follower style and work performance, this means its follower style show lecturer performance height. Apart from follower style factor to influence performance learn is emotional intellegence of teacher. According to Agus (2005:171) " a teacher shall earn and recognize x'self emotion and others emotion so that on the chance of can improve performance learn in executing duty and responsibility its as educator". Thesis of PPS UNP, result of research by Irdaningsih (2012) communications climate contribution and emotional intellegence of teacher to performance learn SMP Country District Of River of Pagu Sub-Province of Solok South. Please prove that emotional intellegence have contribution to performance learn equal to 20,2%. Result of research by Mardiati (2013) emotional intellegence contribution of discipline and teacher work to performance learn SMP se- District Train Of Dress Problem. Thesis of PPS UNP, proving emotional intellegence ofteacher have contribution to performance equal to 24,5.

Result of research by Junaidi (2013) climate contribution go to school and emotional intelligence of teacher to performance learn in the form of Character student of SD Country Bunch 1 Painan District Of IV Gurai Sub-Province Coastal Area Of South. Thesis of PPS UNP, please prove that emotional intellegence ofteacher have contribution to performance learn equal to 15,2%. Result of research by Gumala (2011) emotional intellegence contribution of communications climate and teacher to performance learn SD Country in District Of Harau Sub-Province Fifty Town. Please prove that emotional intellegence of teacher have contribution to performance learn equal to 14.4%. Pursuant to result of research above earning that follower style and emotional intelligence of teacher have contribution of signifikan to teacher performance. Pursuant to resultequals of writer interview on 10-28 April 2017 with a few people learn and accounting staff go to school seen that performance learn in SD Country District Of Lake of Kerinci, Sub-Province of Kerinci the following 1) Some of its goodness teacher of attendance discipline not yet when entering school and class, can be seen at Tables 1. 2) Some of teacher is existence of emotional approach of teacher with bureaucracy hence as a result compilation of peripheral of teaching do not be done by teacher 3) In moment observation of peripheral of study only in finishing above just dining table hence as a result teacher do not make peripheral teach and unaccustomed make peripheral of teaching. (source equals of teacher, arrange headmaster and effort). Pursuant to observation early on 10-20 October 2016

indicating that not yet nicely it follower style shown by symptom: seen that teachers still lower trust storey;level to ability, knowledge and also its skill as well as still lower teachers him in decision making. Hereinafter observation early on 10-20 October 2016 also indicate that not yet nicely it emotional intelligence of teacher shown by symptom: There is still of seniority system among teachers circle, often happened conflict between teacher with teacher even learn with student, in consequence low causing of emotional intelligence him is each teacher in managing x'self emotion as well as less recognizing situation of others emotion so that often happened conflict in school.

Pursuant to phenomenon above indication that still lower teacher performance him, require to overcome because in direct corollation to activity of process learn to teach which continue to walk. If this matter is disregarded by hence will affect at quality of education, and grad quality for that the importance of systematic effort in improving teacher performance. If teacher have high performance will give impact at result learn student which is on finally will improve the quality of study. Pursuant to finding early which have been told above, for that writer interest to research about performance learn in SD and coresponding factors and there is its bearing with performance learn SD Country in District Of Lake of Kerinci Sub-Province of Kerinci.

As for target of this research to know and explain that 1. Style following contribution to performance learn SD Country in District Of Lake of Kerinci Sub-Province of Kerinci 2. emotional Contribution Intellegence of teacher to performance learn SD Country in District Of Lake of Kerinci Sub-Province of Kerinci 3. emotional Contribution Style intelligence and following of teacher to performance Learn SD Country in District Of Lake of Kerinci Sub-Province of Kerinci

TABLE I.   DATA MOUNT ATTENDANCE OF TEACHER

Day/Date	Hour	Name of School	Boldness			place
			H	TH	T	
Monday-Saturday 10-15 April 2017	07:30-08:30	SDN 009-III Seleman	4	1	3	Danau Kerinci
		SDN 010-III Tebing Tinggi	3	2	3	
		SDN 011-III Simpang empat	6	2	4	
		SDN 012-III Koto Petai	5	2	3	
		SDN 017-III Sanggarang Agung	3	1	2	
		SDN 049-III Koto Baru	3	2	3	
		SDN 065-III Sanggarang Agung	3	-	1	
		SDN 075-III Ujung Pasir	3	3	3	
		SDN 086-III Cupak	5	3	2	
		SDN 097-III Simpang Empat	4	3	2	
		SDN 104-III Koto Iman	3	2	3	
		SDN 135-III Pendung Talang Genting	3	1	4	
		SDN 136-III Koto Tengah	4	2	3	
		SDN 137-III Koto Salak	4	2	2	
		SDN 203-III Cupak	3	1	2	
		SDN 204-III Seleman	3	2	2	
		SDN 225-III Talang Kemulun	2	2	4	
Amount		17 School	61	31	48	140

II. METHODOLOGY OF RESEARCH

This Research use quantitative method with type research of korelasional to see strength of follower style variable and emotional intellegence to performance learn SD Country District Of Lake of Kerinci Sub-Province of Kerinci. this Population Research is entire/all teacher of SD District Of Lake of Kerinci Sub-Province of Kerinci amounting to 140

people. this Research Sampel is taken with technique mengunakan of statfied sampling random proportional with amount 73 people. collecting equals by meeting research subjek directly. Technique analyse this research data will be processed with correlation technique and of regresi constructively program of SPSS version 20

III. RESULT OF RESEARCH AND SOLUTION

First Hypothesis of examinee in this research is style follower of have contribution to teacher performance, to test this hypothesis to analyse correlation can be seen at Tables 2.

TABLE II.   AMBIT RESULT OF ANALYSIS CORRELATION [AMONG/BETWEEN] VARIABLE STYLE FOLLOWER (X1) AND PERFORMANCE TEACHER (Y)

Correlation	Correlation coefficient (r)	Coefficient Determinasi (R2)	Contribution	*Sig.* (ρ)
ryx₁	0,251	0,063	6,3%	0,032

Result of calculation at Tables 2 indicating that correlation coefficient (ry1) = 0,251 with ρ = 0,032 < α 0,05. This means that there are very signifikan follower style with teacher performance. Level of coefficient of determinasi (r²) equal to 0,063. Pursuant to result of examination which have been above altogether very signifikan hence hypothesis expressing style follower of have contribution to teacher performance can be accepted. Level of follower style contribution to performance learn SDN Country Lake of Kerinci Sub-Province of Kerinci is equal to 6,3

Second Hypothesis which in test in this research is emotional intellegence to teacher performance, to test this hypothesis to analyse correlation can be seen at Tables 3.

TABLE III.   AMBIT RESULT OF ANALYSIS CORRELATION EMOTIONAL VARIABLE INTELLEGENCE OF TEACHER (X1) AND PERFORMANCE TEACHER (Y)

Correlation	Correlation coefficient (r)	Coefficient Determinasi (R2)	Contribution	*Sig.* (ρ)
ryx₂	0,292	0,086	8,6%	0,012

Tables 3 indicating that correlation coefficient (ry1) = 0,292 with ρ= 0,012 < α 0,05. This means that there are very signifikan between emotional intellegence of teacher with teacher performance. Level of coefficient of determinasi (r²) equal to 0,086. To know form of prediktif or among emotional intellegence of teacher performance and teacher, to analyse simple regresi. Level of emotional intellegence contribution of teacher to performance learn SDN Country Lake of Kerinci Sub-Province of Kerinci is equal to 8,6.

Third hypothesis of examinee in this research that follower style and emotional intellegence of teacher by together have contribution to performance learn to test this hypothesis to analyse double correlation. Its result can be seen at Tables 4.

TABLE IV.   TABLES 4. AMBIT RESULT OF ANALYSIS CORRELATION VARIABLE STYLE FOLLOWER (X1) AND EMOTIONAL INTELLEGENCE (X2) TO PERFORMANCE TEACHER (Y)

Correlation	Correlation coefficient (r)	Coefficient Determinasi (R2)	Contribution	*Sig.* (ρ)
ryx₁	0,373	0, 139	13,9%	0,005

Result of calculation at Tables 4 indicating that correlation coefficient (Ryx1.2) = 0,601 with = 0,001 = 0,01. Thereby can be expressed that there are very signifikan follower style and emotional intellegence of teacher by together with teacher performance. Pursuant to result of examination above can be concluded that third hypothesis which sound follower style and emotional intellegence of teacher by together have contribution to teacher performance can be accepted at trust level 95%. Level of contribution that is 13,9% while 86,1% determined by other factors included in this research.

IV. CONCLUSION

Pursuant to result of analysis above hence can be concluded that: (1) follower style give contribution of signifikan to Elementary schoolteacher performance of Country in District of Lake of Kerinci equal to 6,3%. (2) emotional intellegence give contribution of signifikan to Elementary schoolteacher performance of Country in District of Lake of Kerinci equal to 8,6%. (3) follower style and emotional intellegence give contribution of signifikan to Elementary schoolteacher performance of Country in District of Lake of Kerinci equal to 13,9%. From result of this finding can be concluded that hypothesis can be accepted empirically and follower style variable and emotional intellegence represent two factor which have contribution to Elementary schoolteacher performance of Country in District of Lake of Kerinci, the rest 86,1% influenced by other factor.

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